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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Habit

###### a. The Definition of Reading Habit

Reading is an important activity that should be done by every student. Reading is a complex and complicated process that involves some factors influential upon each other. Chettri and Rout (2013:13) stated that reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual activities such as pronunciation in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word to understand what we read.

Habit is a pattern to respond a certain situation that is peoples always doing every day and they never boring to repeatedly. As cited in Oxford Learner's Pocket Dictionary (2005:199), it defines a habit as a thing that a person does often and almost without thinking, especially something that hard to stop doing. Moreover, in Cambridge Advanced Learner's Dictionary is also defined that habit is something that you do regularly or usually, often without thinking about it because you have done it so many times before.

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Habit is the form of constant behavior of the effort to adapt to the environment which contains elements of affective feelings which is gotten from exercises, imitation, and repetition continuously. When people do some actions without thinking before, it means that they some habits. Habit is an easy form way and didn't need more both concentration and attention. It can go on while people think about or pay attention to other things. According to Zwiers (2004:3), the reading habit more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text.

In addition, Chettri and Rout (2013:14) stated that terms habits are often considered in terms of the amount of thing being done, the frequency of something that we do as well as the average time spent on what we do. Based on some definitions of habit stated above, it can be concluded that basically, habit is related to the hobby. Habit is concerned with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stopped in doing.

**b. Students' Reading habit in English**

Spending time reading in class is important because students get the benefits from the time to apply reading skills and strategies and also because of time spent in reading results in the acquisition of new knowledge. Research has shown a consistently positive and mutually supportive relationship between prior knowledge and reading. However,

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providing time for sustained reading is not enough. To improve reading habit students must;

- 1) Provide a choice of reading selections.
- 2) Ensure their reading text of optimal difficulty with the challenge but do not discourage.
- 3) Encourage rereading of texts.
- 4) Allow readers to discuss what they read with others to encourage social negotiation of meaning.

Reading skill should, therefore, be taught in the context of reading that builds on students' prior knowledge and experience. In addition to having new knowledge about the reading process, we also know what works in reading instruction.

The development of reading habits is a socialization process, determined by the learning that takes place in different context, the promotion of reading not only depends on knowledge or skill but also the student waiting to read (values and attitudes). The library is a resource that promotes reading to a certain extent. The purpose and function of a library are to make its collections available to society, therefore, the library as a learning organization is determined to implement new strategies and ways to find information. This leads students to learn a new literacy competence.

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In developing reading interest, Palani (2012:5) suggested some of the general techniques which develop the reading abilities:

- 1) Parental guidance and encouragement.
- 2) Motivation by teachers.
- 3) Inculcation of desirable hobbies and interests.
- 4) Constant use of a dictionary.
- 5) Daily newspaper reading.
- 6) Book reading.
- 7) Visiting Libraries.
- 8) Well-constructed reading material.
- 9) Study improving vocabulary and language.

Elias and Ingram (1977:23) stated that the child who is unfamiliar with the reading experience, for example, whose home is devoid of reading materials, who has never been read to, or who has never come to see reading as a thing of importance in his environment may lack such a realization even after entering school. Thus, environmental also has an important role in students' reading habit. Furthermore, in measurable terms reading habits as it stated by Chettri and Rout (2013:13) is often considered in terms of the number of materials being read, the frequency of reading as well as the average time spent on reading. Chettri and Rout also mentioned that students' interest in fictions and non-fiction become one of the factors influencing students reading habit.



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As it states in his journal in gaining an effective reading habit, Julio Cesar (2011:59) summarized six aspects of reading habit, those are explained below:

- 1) Reading frequency is used to measure students' reading frequency in their spare time.
- 2) Books read are the number of many books that the students have read.
- 3) Time spent on academic reading; is considered as the time that the students devote their time to read academic book especially for their specialist subject.
- 4) Time spent on non-academic reading; is discussed the amount of time that the students used to read the non-academic book.
- 5) Motivation in the family environment; is focused on the recommended book that purchased by the family.
- 6) Motivation in the academic environment; is focused on the frequency of student's reading literature in their school environment.

### **c. The Factors Influence Students' Reading English Habit**

The reading habits of students have long been a matter of much interest to educators, parents, librarians' publishers and other stakeholders. An understanding of reading habits and preferences of students would help them to take necessary measures for promoting reading among students. It is widely acknowledged that life-long habit of reading can best be inculcated and nurtured at the early stage. It is,

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however, a general observation that there is an overemphasis on study reading rather than recreational or voluntary reading among students. There are many factors that motivate reading among students.

An international survey, Books Aid International, has shown that nearly half of the UK students participating in the study said that they read for relaxation while the majority of the children from twelve developing countries revealed that they read for passing examinations. A study of young people in Britain, Market & Opinion International MORI, aged between 11 and 18 years found that peer influence was the topmost reason for reading books. A survey of pre-kindergarten by Cosgrove in European Reading Conference, through grade eight students in the United States, found that 71% of the students who perceived themselves as good readers had a positive attitude towards reading while none of the students who regarded themselves as poor readers enjoyed reading.

A Malaysian study of 6th form students by Lim in 1974 on his dissertation, found that the most important motivating factor was self or personal interests and this favorable attitude was well formulated among the girls and those in the Arts stream. In Sri Lanka, the National Library and Documentation Service Board (NLDB) carried out a survey in 2002 and found the following situations; reading habits of students were poor, the condition of the school libraries was not encouraging as book collections were old and most students read

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“light” materials such as magazines, novels, comic books, and newspapers.

Gunasekara, on his journal entitled “Education in Sri Lanka”, studied reading problems in Sri Lankan secondary schools and found three major hindrances to the promotion of reading habits. These include; preference to chat and listen to the radio; insufficient reading resources in school libraries to be borrowed and preference for television viewing. Most readings were done mainly for examination purposes.

A survey of 8000 children in Britain, aged 10, 12 and 14 years found that children had a very diverse reading. A similar survey conducted in Denmark on children. It was found that over a span of one month, the children read a total of 1598 fictions and non-fiction books written by more than 700 authors. Woolcott Research in 2001, in Australia primary school students liked reading action adventure as much as science fiction and fantasy while in Britain, fantasy fiction was at the top, followed by humor, horror and thriller books.

A study investigating by Liu in 2000 the favorite past time activities of primary and middle school students in China reported that “watching T.V.” was the most popular leisure activity, followed by reading books. A similar survey of primary 1 to secondary 5 students in Hong Kong found that watching TV and playing computer games were the two most preferred after-school leisure activities. Another

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study in Britain concluded that young people aged between 11 and 18 years were more likely to watch TV or use the internet than reading books. The literature review suggests that several factors particularly technological changes are likely to influence reading habits of children or students.

## 2. The Definition of Vocabulary

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. According to Richard and Renandya (2002:255), vocabulary is a core component language of proficiency and provide much of the basis or how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies or acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as reading a book, listening to the music, or watching television.

As Cambridge Advanced Learner's Dictionary, there are two definitions of vocabulary: (a) all the words are known and used by a particular person (b) all the words exist in a particular language or subject. While, Hiebert and Kamil (2005:3) said, "Vocabulary is the knowledge of meanings of words". Learning vocabulary aims at finding and understanding the meaning of certain words in the language used. It



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refers to the words that we know to communicate effectively. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers to words that we use in speaking or listening. Written or print vocabulary refers to words that we use in reading or writing.

Helmut (2007:208) stated that Vocabulary Knowledge is strongly related to comprehension, as word recognition which is the understanding of meaning. It is connected to receptive skill ( listening and reading) but strongly with the result of reading. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but the inadequacy of vocabulary will obstruct their chances to make success in learning English.

In addition, McCarthy (2010:1) also defines that vocabulary is all about words. In this case, vocabulary is an essential and basic component of all uses of English language. When the learners acquaint new vocabulary, they must know the meanings of words. The words will be useful if it is used in a certain language. The learners must also know how to arrange individual word meaning within the sentence.

From the definition above, it can be concluded that vocabulary is the knowledge of the total numbers of the word, a list or set of words in a particular language that a person knows or uses. It must be learned by foreign language learners aimed to find out the meaning for certain

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purposes. They will be easy in learning the language because of the role of vocabulary. The lacking of vocabulary causes difficulties in the learning process for the learners. They are also conscious that vocabulary very influences their result in English learning directly and indirectly.

**a. The Types of Vocabulary**

According to Nation (2001. p, 37), there two types of vocabulary, they are as following:

**1. Receptive Vocabulary**

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

**2. Productive Vocabulary**

Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

**b. Aspect of Vocabulary**

According to Nation (2001:27), there are three aspects of vocabulary such as form, meaning, and usage. Further, for a detailed explanation, as follows:

**1) Form**

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly,

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the learners have to know what a word sounds like its pronunciation (spoken form). Knowing the spoken form of a word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning.

Secondly, the learners must know how the spell of the word (written form). As Nation (2001:44) points out that one aspect of gaining familiarity with the written form of the word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of the word) is not same with their pronounced.

Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). The suffix is an affix lies at the end of a word to make a new word, while root is the head of a word. Then, the prefix is an affix at the beginning of root or word to make a new word. For instance, words “uncommunicative” where the prefix of **un** means negative or opposite meaning, **communicate** as the root word, and **ive** means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence **uncommunicative**.

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## 2) Meaning

Nation says that meaning encompasses the way that forms and meaning work together, in other words, the concept and what items it refers to, and the association that comes to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

The meaning of a word can be understood in terms of its relationship with other words in the language. According to Harmer (2002, p.18), the sense relation is divided into four as follows:

- a) Polysemy means the word that has the same collection of sounds and letter but it can have a different meaning. Example: birth wing (*sayap*) - west wing (*tanda*)
- b) Synonym means the words that exactly or nearly the same as each other. While McCarthy et al (2010:19) define synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, nice-kind
- c) Antonym means a word that is often defined by its relationship to other words. It also words with opposite meanings



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(Thornbury, 2002:9). Example: cheap-expensive, full-empty, old-young

- d) Hyponymy means the relationship between a word which is a member of a category and the name of the category. Fromkin et al (2003:184) argued, “Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: red, white, black and so on, is a hyponym of color

In this case, Gairns and Redman (1986:30) also argue that translation equivalents are also one of the sense relations. That is the relationship between a lexical item in English and the nearest mother tongue equivalent. Most of the learners think that it is useful to make a conscious effort to link words between language and their learning

#### 3) Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occurs with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002:19) says that words do not just have different meanings. However, they can also be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students

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need to recognize metaphorical language use and they need to know how words collocate.

Regarding the explanation, the writer summarizes that in general, vocabulary can be classified into some parts covering all words in the language. After knowing some points of vocabulary, it is clear that the students should have a great skill in vocabulary. Not only mastering a rich vocabulary but also understanding about using of vocabulary adequately.

#### c. The Importance of Vocabulary

Vocabulary study is one element of the language that should be and taught. It will be hard to know the language without knowing or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching another aspect of language. As explained by Richards and Renandya (2002:255), “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. So that, by having a high vocabulary, it can help the students learn four basic skills of English such as speaking, listening, reading, writing for certain purposes. Without an extension of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in a different context.

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The importance of vocabulary can be evidenced by the application of the real world. An example, students who have good vocabulary mastery can enjoy with their reading activity without look up the dictionary. Thus, it is necessary for students to know many vocabularies in their study. Nation (2001:9) explored “Studies of native speakers’ vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal”. The benefit of vocabulary study is not only can be used when they learn at classroom but also when they use language as a tool of communication.

On the other hand, the existence of vocabulary also has an important role in any language event, especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005:1) that the vocabulary of a written language is much more extensive and diverse than the vocabulary of oral language”. In addition, Hiebert and Kamil, (2005:1) explored “Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text”.

It can be summarized that any language in this world has a vocabulary which is different meaning from one and others. A

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word has multiple meaning in different context. In learning English, it is important for students to understand the meaning of new language. People talk in order to convey the meaning of their ideas and they translate in order to discover the meaning of what others write. Without meaning, there will be no real point in language.

**d. Descriptive Text**

In according to Alawi (2011:16) said that descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of the descriptive text is to convey to the reader what something looks like. It attempts to gain a picture with words.

The generic structure of the descriptive text consists of identification and description. Identification is identifying phenomenon to be described. The description is describing parts, qualities, characteristics, etc. (Jenny Hammond 'English for Special Purposes'. 1992)

**e. The Correlation Between Reading English Habit and Vocabulary**

Chettri and Rout (2013:2) stated the importance of reading habit that supported by some researchers. Reyhene in American Educational Research observed that when children read for pleasure, they involuntarily and unconsciously improve their language skills. Bignold in Journal of School Librarian indicated



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that the habit of reading improved children's reading skills, and Green in *Journal of Child Hood Education*, the issue of reading whether it is for learning or leisure is important since it helps broaden young people's experiences and knowledge. Vocabulary mastery plays an important role in learning English to develop our language skills (especially in translation ability). Like other languages, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language especially in learning English. It is Supported by Michael Lewis and Jimmie Hill (1992:99) that teachers, and even more so students, feel that increasing their vocabulary will increase their fluency- either in speech or in writing

Rubin (1991:1) says that a good vocabulary and good reading go hand in hand. unless you do not know the meaning of words, you will have difficulty in understanding what is read. The more you read, the more words you will add to your vocabulary. Zwiers (2004:3) stated that reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity, the readers or the students can improve their vocabulary

Many explanations have been mentioned above about the importance of reading habit towards the success of students'

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vocabulary use. There are a lot of researchers conducted in order to find this reading habit's role. Therefore, this research helps find whether reading habit and vocabulary have a connection to each other.

## B. Relevant Research

Kusumarasdyati on her research (2014) with the title; *Vocabulary Strategies in Reading: Verbal Report of Good Comprehension*, stated 4 that the reasons behind this lack of interest in reading included students' limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text.

“A Study on English Reading Habits of Students of English Study Program of Riau University” by Hafiz Al Nazhari, Syofia Delfi, and Syafri K (2015). This research was a quantitative research in survey study design. The researcher used questionnaire with seven indicators as the instrument to get the data, then analyzed by using SPSS Statistics 17.0 program. The participant was 70 students of 424 students. The result indicated the students' attitude towards reading, that there were 80.2% of students aware the importance of reading habit. In conclusion, both of this research and writer's research was intended to find how students' reading habit was.

In conclusion, my Research identified about the correlation between Students reading Habit in English and Their Knowledge of Vocabulary at the Tenth Grade of State Senior High School 12 Pekanbaru, it was different between the previous Research, students' bad reading habit

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attitudes show impairment on their reading comprehension. However, they did not explain whether students' reading habit is also as a great significance factor in students' vocabulary

### C. Operational Concept

Operational concept is a concept as a guide to avoid misunderstanding about the research. It should be interpreted in particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variables used in this research, they are variable X and variable Y. Reading Habit is a variable X that has a correlation with Vocabulary as variable Y.

The indicators of variable X (students' reading habit) are taken from six aspects of reading habit from Julio Cesar (2011:59), those aspects are:

- 1) The Students do their spare time in reading books
- 2) The total number of books that the students read.
- 3) The time that the students devote their time to read the academic book.
- 4) The time that the students devote their time to read the non-academic book.
- 5) The number of books provided by the students' family.
- 6) The frequency of tasks done by the students using any literature books given by the teacher.

The indicators of variable Y (students' vocabulary) are taken from Nation (2001:27) as cited in (Umi Kalsum, 2016) are :

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- 1) Students are able to find the meaning of a word based on the context (Meaning)
- 2) Students are able to find the synonym an antonym of a word based on the text.(Meaning)
- 3) Students are able to spell the words correctly in English.(From)
- 4) Students are able to use good word grammatically (Usage)
- 5) Students are able to understand the word formation of the words (Noun, Verb, Adverb, and Adjective). (Usage)

**D. Assumption and Hypothesis**

**1. Assumption**

In this research, the writer assumes that the better students' Reading habit in English, the better Students' Vocabulary

**2. The Hypothesis**

a. The Null Hypothesis ( $H_0$ )

There is no significant correlation between Students' Reading habit in English and their knowledge of vocabulary at the tenth grade of Senior High School 12 Pekanbaru

a. The Alternative Hypothesis ( $H_a$ )

There is a significant significant correlation between Students' Reading habit in English and their knowledge of vocabulary at the tenth grade of Senior High School 12 Pekanbaru.